

- *Theme in Life:* Heroes are people who take action to make things better for others.
- *Theme in Art:* Art can celebrate heroes.

### Key Questions



#### Look & Make Choices

1. How did the artist use cropping in the artwork?  
How can I use cropping in my artwork?



#### LOOK AT MORE ART

3. How have other artists celebrated heroes through art?  
How can I show the theme of heroism in my art?

2. How did the artist combine words and images to tell a story?  
How can I combine words and images to tell my story?

### Community Connections

When we think of heroes we may think of people in the military whose service to their country led to great sacrifices, like Pat Tillman, an Arizona football star who volunteered after the 9/11 attacks and was killed in Iraq; or Lori Piestewa, after whom Phoenix's Piestewa Peak is named to honor her as the first Native American woman to die in combat in the history of the U.S. military; or John McCain, who was imprisoned and tortured for years after his plane was shot down in North Vietnam and who refused an offer of early release ahead of his fellow prisoners. More recently 19 members of the Granite Peak Hot Shots gave their lives fighting a fire threatening the homes and property of people in and around Yarnell, Arizona. Everyday, other Arizona heroes, often anonymously, step up and give their time and/or money to others through regular, systematic ways or spontaneously, when they see a need and come to the rescue.

### Lessons

- [Lesson One: Heroes to the Rescue \(pdf\)](#)
- [Lesson Two: New Takes on Batman \(pdf\)](#)
- [Lesson Three: Superheroes to the Rescue \(pdf\)](#)

### Resources

- [American POP Exhibition Preview Powerpoint](#)
- [Heroes to the Rescue PowerPoint](#)
- [Questor Questions: A New Take on a Familiar Superhero \(pdf\)](#)
- [Superheroes to the Rescue PowerPoint](#)
- [Superhero Character Sketch worksheet \(pdf\)](#)
- [Cropping worksheet \(pdf\)](#)
- [Story Plot Flow Chart worksheet \(pdf\)](#)
- [Legal Size Comic Strip 4 Panel template \(pdf\)](#)

### Supplies

- Pencils
- Erasers
- Colored pencils

### Credits

- Joshua Roffler, Tempe History Museum
- [Artist Mark Newport](#)
- Ryan Huna Smith

### Estimated Time

- Lesson One = 20-40 minutes
- Lesson Two Lesson = Field Trip
- Lesson Three = 200-300 minutes

## Lesson One: Heroes to the Rescue

### Objectives

1. Students will be able to identify characteristics of various kinds of heroes.
2. Students will be able to develop a cartoon character (Superhero).

### Arizona Visual Arts Standards

CREATE: Creative Process: PO 101, 201, & 301: Contribute to a discussion about ideas for his or her own artwork.

### Common Core Standards

ELA-Literacy. SL.3.1b: Follow agreed-upon rules for discussion (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. (Similar standards at other elementary grade levels = SL.1.1a, SL.2.1a, SL4.1b, SL5.1b.)

ELA-Literacy.RH.6-8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social science. (Similar standards at other secondary grades = RH.9-10.4, RH.11-12.4)

### Preparation

Preview Heroes to the Rescue PowerPoint and the *American Pop* exhibition preview. Consider opportunities for collaboration with English, music or drama teachers (see “Extensions Ideas” below).

### Resources

[Heroes to the Rescue PowerPoint](#)

[American POP Exhibition Preview PowerPoint](#)

### Activities

Unit Preview: Introduce the theme in life, that “Heroes are people who take action to make things better for others” by asking students to define what makes someone a hero and by asking them to name 1) fictional heroes they may know from movies or TV, real heroes from US and world history or everyday people who sometimes do heroic deeds.

Introduce the theme in art, that “Art can celebrate heroes” by explaining that artists make paintings, sculptures (monuments) to honor and help us remember heroes, for example, the Lincoln Memorial celebrating his courage to proclaim emancipation of slaves during the Civil War or the Martin Luther King Monument celebrating his actions to achieve equal rights for all in the US. Both these leaders sacrificed their lives as a result of their efforts to make things better for others. Throughout history, artists, playwrights, poets, composers and other artists have chosen historical and fictional heroes to inspire their art such as: Spartacus, who inspired a movie; Joan of Arc, who has inspired many painters; Paul Revere, who inspired Longfellow’s *Midnight Ride* poem, William Tell who inspired Rossini’s opera; Abraham Lincoln, Martin Luther King and John Kennedy, about whom Dion wrote the song *Abraham, Martin and John* and Che Guevara, who is celebrated in many popular art forms from poster art, to graffiti, to t-shirts.

Introduce the three key questions for viewing and making art that students will be working within the unit:

1. How did the artist use cropping in the artwork? How can I use cropping in my artwork?
2. How did the artist combine words and images to tell a story? How can I combine words and images to tell my story?
3. How have other artists celebrated heroes through art? How can I show the theme of heroism in my art?

Explain that students will explore various types of heroes in this lesson and will, ultimately, draw their own superhero action comic strip in lesson three.

Definition and Examples: Show *Heroes to the Rescue* PowerPoint, which:

- defines a hero (slide 2)
- presents mythological heroes from ancient Greece, medieval England, traditional Navajo culture, Africa and China (slides 3-6),
- presents historical American heroes (slides 7-10),
- presents heroes in our everyday world (slides 11-14), and
- culminates by introducing characteristics of fictional superheroes (slides 15 & 16).

Guided Practice: Elicit students' prior knowledge of heroes by posing questions as you show the PowerPoint, including these questions from the PowerPoint:

- Who is a hero to you? Is your hero a real person? Or is your hero a legend or fantasy? (slide 2)
- What other American hero do you know? What did she or he do to be admired as a hero? (slide 10)
- Who has acted like a hero for you when you needed one? What small act of heroism might you do for someone else? (slide 14)
- What superheroes can you name? What are their special powers? How do they protect their secret identities? (slide 15)

Brainstorm: Lead students in generating ideas for superheroes they might use in their own action comic strip, asking them to brainstorm possible: names, special powers, secret identities and heroic actions.

Transfer to TCA: Slide 16 invites students to visit the *American Pop* exhibition at the Tempe Center for the Arts. NOTE: Many of the works in the exhibition are also viewable in the *American Pop* exhibition preview PowerPoint.

### Vocabulary

hero, heroine, heroic, heroically,  
heroism  
myth, mythological  
Cyclops,  
knight  
mystery, mysterious  
silken  
rescue

inspire, inspiration  
agriculture  
historical  
expedition  
non-violent  
civil rights  
migrant  
crisis  
volunteer

donate  
bully  
celebrate  
extraordinary  
incredible  
identity  
superhero

### Extension Activities

ENGLISH: Collaborate with an English teacher to read and discuss heroes in grade-appropriate literature, such as Longfellow's *Midnight Ride of Paul Revere*, passages from *Beowulf*, Victor Hugo's *Les Miserables*, George Bernard Shaw's *Saint Joan* and Charlotte Bronte's *Jane Eyre*.

FILM: Collaborate with film, drama, or music teacher to show and discuss grade-appropriate heroic films, such as *Camelot*, *The Man of La Mancha*, *A Woman Called Moses*, *Norma Rae*, *Sweet Green Tomatoes* and *Shindler's List*.

MUSIC: Collaborate with music teacher to compare grade-appropriate musical compositions inspired by heroes such as Harry Belafonte's version of African American folk hero railroad worker, *John Henry*, the overture of Gioachino Rossini's opera, *William Tell* or theme songs from *Star Wars*, *Star Trek*, *Batman*, *Superman* or *Mulan* movies.

### **Assessment Checklist**

Objective 1: Students will be able to identify characteristics of various kinds of heroes.

\_\_\_\_ Student contributed to discussion during PowerPoint presentation.

\_\_\_\_ Student identified heroic actions of mythological, historical, or everyday heroes during discussion of PowerPoint presentation.

Objective 2: Students will be able to develop a cartoon character (Superhero)

\_\_\_\_ During a class brainstorming session after presentation of the PowerPoint, student proposed a superhero character s/he might develop in lesson 3, perhaps including, a name, special powers, means of protecting identity, or heroic action.

## 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.

## Lesson Three: Superheroes to the Rescue

### Objectives

1. Students will be able to use cropping to focus the viewer's attention.
2. Students will be able to address the theme of heroism in their art.
3. Students will be able to combine words and images to tell a story.

### Arizona Visual Arts Standards

CREATE: Creative Process: PO 203: Develop plans for his or her own artwork.

CREATE: Elements & Principles: PO 101: Identify and use elements and principles in his or her artwork.

CREATE: Elements & Principles: PO 201 & 301: Identify, select, and use elements and principles to organize the composition in his or her own artwork.

### Common Core Standards

ELA-Literacy.SL.3.1b: Follow agreed-upon rules for discussion (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). Similar standards at other elementary grade levels = SL.1.1a, SL.2.1a, SL.4.1b, SL.5.1b.

ELA-Literacy.RH.6-8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social science. (Similar standards at other secondary grades = RH.9-10.4, RH.11-12.4)

ELA-Literacy.RST.6-8.3: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. (Similar standards at other secondary grades = RST.9-10.3, and RST.11-12.3)

ELA-Literacy.W.4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (Similar standards with more detailed substandards at other grade levels = W.3.3, W.5.5, W.6.3, W.7.3, W.8.3, W.9-10.3; and W.11-12.3)

### Preparation

Preview "Superheroes to the Rescue" PowerPoint. For primary grades, consider focusing only on objectives 1 and 2, and slides 1-4 of the PowerPoint. For high school, consider adding the use of foreshortening presented in slides 15 and 16.

### Resources and Supplies

[Superheroes to the Rescue PowerPoint](#)

[Superhero Character Sketch worksheet \(pdf\)](#)

[Cropping worksheet \(pdf\)](#)

[Story Plot Flow Chart worksheet \(pdf\)](#)

[Legal Size Comic Strip 4 Panel Template \(pdf\)](#)

### Supplies

Pencils

Erasers

Colored pencils

## Activities

Review: Review the theme in life that “Heroes are people who take action to make things better for others” and the theme in art that “Art can celebrate heroes.” Also review the unit’s two key questions:

1. How did the artist use cropping in the artwork? How can I use cropping in my artwork?
2. How did the artist combine words and images to tell a story? How can I combine words and images to tell my story?

Introduction: Display “Superheroes to the Rescue” PowerPoint to introduce:

- characteristics of superheroes with middle school student’s example (Slides 1-4),
- cropping illustrated with a photograph, examples from the American Pop exhibition, and a middle-school student’s example (slides 5-8),
- development of an action plot and how middle school school students use the plot as the basis for their action comic strips (slides 9-12),
- introduction to assignment and step-by-step instructions (slide 13),
- invitation to create an action story based on students’ own action hero (slide 14), and
- (OPTIONAL FOR HIGH SCHOOL) introduction to foreshortening and example of foreshortening with spoofing (making fun of superhero) (slides 14 and 15).

In-Process Feedback: After development of their superhero characters and comic strip plot, ask students to partner with one or two classmates to share their ideas and seek feedback on possible revision/s and use of one or more cropped images to focus the viewer’s attention.

Small Group Analysis: Ask small groups of students to show their completed action comic strips and read their text. Ask students to point to cropping used by other students. Ask each group to choose one strip that they think integrates words and images effectively to tell a story, which they will share with the entire class.

Class Presentation: Ask small groups to take turns holding up each of their comic strips, naming their superhero and pointing to an image that uses cropping. Next, ask one member of each group to hold up the strip their group selected; another, to read the text of the strip; and a third member of the group to explain how the words and images were well integrated to tell the story.

## Vocabulary

- character
- superhuman
- dedicate, dedicated, dedication
- backstory
- moral code
- motivation
- costume
- identity
- setting
- transform
- posthumous, posthumously
- climax
- spoof (high school)

## Art-Specific Vocabulary

- cartoonist
- crop, cropped, cropping close up
- series
- action strip
- foreshortening (high school)



## Assessment Guides

Objective 1: Students will be able to use cropping to focus the viewer's attention.

**Exceeds Expectations:** The strip includes four drawings of which two or more are cropped in a way that effectively draws attention to something important in the story.

**Meets Expectations:** The strip includes four drawings of which at least one is cropped.

**Approaches Expectations:** The strip includes four drawings.

**Fails to Meet Expectations:** The strip includes one, two, or three drawings.

Objective 2: Students will be able to address the theme of heroism in their art.

**Exceeds Expectations:** The strip shows a superhero's characteristics (such as super power, costume, secret identity) and a character taking action for others.

**Meets Expectations:** The strip shows a superhero's characteristics (such as super power, costume, or secret identity) or a character taking action for others.

**Approaches Expectations:** The strip shows a character and a character's action.

**Fails to Meet Expectations:** The strip shows a character.

Objective 3: Students will be able to combine words and images to tell a story.

**Exceeds Expectations:** The strip includes four drawings accompanied by words that effectively complement each other to tell a story.

**Meets Expectations:** The strip includes four drawings with text related to each drawing.

**Approaches Expectations:** The strip includes at least three drawings accompanied with words.

**Fails to Meet Expectations:** The strip includes one or two drawings accompanied with words or just words or just images.