



Yearlong Objectives

- I can recognize my own unique skills.
- I can express myself with words and art.
- I can work as part of an ensemble.

Essential Questions

- How can I be an active member of an ensemble?

Lesson Objectives

- Define and describe “conflict” and “resolution”.
- Create a draft of an advice page.
- Create a piece of writing in fine calligraphic lettering.

National Arts Standards

Note: For consistency, all arts standards listed are second grade standards. However, National Anchor Standards naturally build on each other. To adjust for your grade level, find the corresponding Anchor Standard for your grade.

- Brainstorm collaboratively multiple approaches to an art or design problem. (VA:Cr1.1.2a)
- Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces. (VA:Cr2.2.2a)
- Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities. (VA:Pr6.1.2a)
- Contribute to group guided drama experiences (e.g., process drama, story drama, creative drama) and informally share with peers. (TH:Pr6.1.2)



Materials needed

Final draft papers (11 x 17), draft books (from [previous session](#)), draft paper, calligraphy pens or paintbrushes and black ink, [calligraphy alphabet](#)



Time needed

90 minutes



Vocabulary for this lesson

Social-Emotional: *comfortable, uncomfortable, sadness, joy, fear, surprise, anger, conflict, resolution*

Visual Arts: *draft, book arts, binding, lettering, drop cap*

Theatre: *ensemble*



Warm-Up Phase (15 minutes)

Circle: “Favorite” question: What is your favorite thing to have for breakfast?

Feelings question: Think about the five emotions we learned in the [last unit](#). Which one most closely matches the way you are feeling right now? Why?



I Do/ We Do (20 minutes)

Explicitly Teach

- Review the three problems selected in the last session.
- Explain that you are going to write advice for how to solve these problems (review vocabulary: “conflict” and “resolution”). *All problems have many possible solutions. If you knew someone was being faced with this problem, how would you advise they solve it? Let’s solve a problem together as a group.*
- Display the following problem on the board: “Alexis is always tired at school.” *What advice do you have for Alexis? Draft advice page together: Why is the problem important? What is the cause of the problem? What can Alexis do to solve it? *Not getting enough sleep keeps you from learning at school. You might need to go to bed a little earlier every night. Another solution would be to make sure you eat a breakfast that helps you to wake up, like one that has lots of fruit!**
- Display a **calligraphy alphabet**. Tell students they can use this as a model. *Bookmakers used to have to write every letter by hand, and they paid special attention to the way the letters looked. Making letters is an art form all its own.*
- Define **drop cap**: Using an especially fancy letter as the first letter in a sentence.
- Demonstrate some ways to use a calligraphy pen (hold it at a constant 45-degree angle, and experiment with pressure).

Keep in Mind

- Making letters with calligraphy pens can be very frustrating. Make sure you create a draft FIRST, so you don’t make a mistake when you are working on your final draft paper. How can you avoid feeling frustrated with your work?
- How can we protect these pens/brushes so we can use them again and again?
- With such a precise art form, how can you ensure that your work remains interesting to you and unique?



You Do (55 minutes)

The project, step-by-step

- Begin with your draft book.
- In pencil, draft exactly what you will write on your book pages: advice to the first problem voted on by the class.
- In pencil, transfer your idea to a large piece of draft paper. Practice writing with the calligraphy pen, and practice forming letters that are interesting to you.
- Create a final version of your advice page. Be sure to include a chapter title.
- Update your draft book with chapter titles and illustrations

Extensions: Students can sketch illustrations on all three of their drafts: first, midway, and final.

Closure: Writers’ circle: A few writers read aloud their advice pages, if they are feeling particularly proud of them.

Optional Writing Prompt: What would be a not-so-safe way to solve this problem? Why is this problem not so safe?



Big Picture

We will use these books as drafts as we work toward creating a big class book of How Tos: How to Solve Our Big Problems. We will work on designing beautiful pages and expert binding to create the kind of book we would want to find in the library.



Adjustments for K-1

Warm-Up Phase

Play the Level 1 version of Zip Zap Zop.

I Do/ We Do

Do the advice page for the major problem as a **group write**: Kids talk and you write simple sentences on the board that they can easily copy.

You Do

Use markers instead of calligraphy pens. Students copy, illustrate, and decorate letters with skinny markers to create drop caps. Alternately, students can work as a table group, with each student making a word for the sentence, and then all words can be glued together to make a class page.