

# Holiday Theme Cards



## Language Art & Visual Arts/Drama

Grade  
7

### *Language Arts Common Core Standard(s) Grade 7*

RL2 CCR Anchor Standard

Determine central ideas or themes of a text and analyze their development, summarize the key supporting details and ideas.

### *Visual Arts and Theater (MD) Standard(s) Grade 7*

Visual Arts

2.1.a. Identify the roles and functions of the visual arts in expressing ideas, events, and universal themes within and among cultural groups.

Theatre (Drama)

3.1.a. Identify and use dramatic narrative conventions to improvise, write, and perform monologues or scenes based on real or imagined situations



## CONNECTED OBJECTIVES

Students use visual arts to inspire poetry and drama in order to create “Holiday Cards” that reflect a central theme from the play “A Christmas Carol” and design a symbol that reflects the theme.

## MATERIALS & RESOURCES

- Hard copies of paintings for a gallery walk
- Poster boards
- Glue
- Construction Paper
- Scissors
- Oaktag

## KEY CONTENT VOCABULARY

- Theme
- Symbol
- Social Issues

## KEY ARTS VOCABULARY

- Color
- Shape
- Dialogue
- Monologue

# A S S E S S M E N T

Essential Question: How does your list poem support your theme statement?

- Criteria for success
  - Theme statement is written as a sentence
  - Theme statement suggests a message about life that reflects social issues
  - List poem includes at least 6 phrases
  - Reflection provides 3 or more sentences of explanation



# L E S S O N S T E P S

Day 1

Learning Goal: I will develop theme statements for current social issues

End of Lesson Question: How does your list poem support your theme statement?

- Criteria for success
  - Theme statement is written as a sentence
  - Theme statement suggests a message about life that reflects social issues
  - List poem includes at least 6 phrases
  - Reflection provides 3 or more sentences of explanation

Lesson sequence:

- Connect “A Christmas Carol” to this lesson through review of Dickens’ motivation to write stories that have themes about social issues. Collect a list of themes from Christmas Carol (leave a model list as support for those who cannot generate their own theme)
- Cue students to consider/brainstorm current social issues (are any of them the same as in Dickens’ time?) Students should each generate a theme statement that reflects a message or advice about one of the social issues (examples include bullying, self-esteem, homelessness, unemployment, foreclosure, etc.)
- List Poem: Students make a Gallery Walk to observe paintings (consider using post card size paintings and display around the room) in order to gather words or phrases from the paintings that connect to their theme. They return to their seats and organize/order their collection of phrases into a List Poem.
- End of class – provide at least 10 min to write up the paragraph about the list poem (graded for theme)

Day 2

Learning Goal: I will create a monologue or dialogue that provides advice on a social issue

EOLA: How does your advice support your theme?

Lesson sequence:

- Based on selection of a common theme (day 1), place students in pairs
- Pairs will choose one painting that they feel best represents their theme – this will be their focus painting for the Point of View Collaborative Writing
- Participant #1 will be one character in the painting, Participant #2 will be a second character
- Each participant will use a Senses Chart to record words and phrases that the character might experience through the 5 senses – these are related to the social issue. Notice details and discuss what each of the characters in the painting might be thinking and feeling
- You may want to have students prepare for writing a dialogue and/or monologue from a point of view by having them tableau (mimic) their painting. In this case, conduct a Shoulder Tap activity to prompt students to say out loud what the character might say at that moment. Optional: short mini-lesson on what is monologue vs dialogue
- Students now write a monologue or a dialogue – how will the character accomplish his/her goal to communicate his/her position/theme/belief/message about life or to give advice? Would they provide information to help the imaginary listener understand the social issue? Or would they try to create change through the advice they provide?
- End of Lesson Assessment: small group sharing – oral

Day 3

Learning Goal: I will create a symbol that relates to my theme statement

EOLA: How does your symbol support your theme?

Lesson sequence:

- Quick edit/revision of List Poem and monologue/dialogue
- Create a 'card' that brings theme and symbol together
  - Outside of card: a color chart-based symbol that represents the theme and a neatly written theme statement
  - Inside: List poem and mono/dialogue
- Criteria for Success
  - The symbol is connected to the theme statement
  - The monologue/dialogue provides advice or makes a point related to the theme
  - The mono/dialogue maintains a consistent point of view

EOLA: Teacher will assess students' understanding by checking in with them while working

## EXTENSIONS & OPTIONS

- Students will locate similar themes in other novels and stories they have read

## SOURCES & RESOURCES

Philadelphia Museum of Art: *Looking to Write*

G E T S M A R T T H R O U G H T H E A R T S

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S u p p o r t i n g D o c u m e n t s