

# 5 Theme vs. Main Idea



## KEY STANDARDS

CONTENT	ARTS
<b>CCSS:</b> ELA.Lit.RL.5.2.	<b>MEDIA:</b> MA:Cr1.1.5

## PACING

DAY 1

Pages 1 - 2

## ASSESSMENT TYPE

- Summative Assessment/  
Theme vs. Main Idea  
Rubrics

## ELEMENTS OF MEDIA

- Color
- Shape
- Line



## MATERIALS LIST

- Five computers with Flash Player updated
- Story Cards
- Paper and pencils

## Lesson Objective:

Students will solidify their understanding of theme and main idea through the creation of Pop Art style comic strips.

## 21st Century Skills:

- Communication
- Creativity

## Content Standards:

### CCSS.ELA.LIT.RL.5.2:

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic. Summarize the text. *By exploring themes and main ideas of simplified children's stories, students will have the opportunity to analyze how characters in a story respond to challenges. Students will visually summarize a text.*

## Essential Questions:

How can students explore theme and main idea through visual media?

## Warm-Up Options - 10 Min

Pick from any of the warm-ups below. Directions for the warm-ups are in the back of this lesson packet.

- 19- Engineering Design
- 20- GIF
- 21- Keyboard Shortcuts
- 22- Memes
- 23-Mood Post

## Vocabulary

Ben-Day Dots  
Roy Lichtenstein  
Theme  
Main Idea

## Arts Standards:

### MA.Cr1.1.5.:

Envision original ideas and innovations for media artworks using personal experiences and/or the work of others. *Students will use inspiration from familiar children's stories to create their own unique media artworks in the style of Pop Art.*

# 5 Theme vs. Main Idea



## Lesson Sequence:

Pop Art was a movement that focused specifically on popular images. Using these everyday images, pop artists tried to elevate regular everyday items to a level of fine art.

In this lesson students will examine the idea of theme through media arts in the style of Roy Lichtenstein.

### 1 STEP 1

Introduce the work of Roy Lichtenstein and his iconic pop art style through the artful thinking activity specified below.

Inform students that Lichtenstein was inspired by comic strips and comic books. This style was achieved through the use of bright colors, dark outlines, and ben-day dots (which mimic photographic reproduction). His work was mainly completed with oil and acrylic paints.

## Artful Thinking Routine

**Beginning, Middle, End routine.** Have students examine the work Drowning Girl before asking students the following questions.

- Choose one of the following questions:
  - If this artwork is the beginning of a story, what might happen next?
  - If this artwork is the middle of a story, what might have happened before? What might be about to happen?
  - If this artwork is the end of a story, what might the story be about?

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## 2 STEP 2

Explain to students that the theme of a text is the moral, message, or lesson. The main idea of a text is what the text is about (like a summary of the most important parts). Choose a common children's story such as the Three Little Pigs.

**Ask:** Can you think of the theme of that story? (One or two words) Can you think of the main idea from that story? ( a summary sentence)

## 3 STEP 3

Demonstrate to students how to create a comic strip using the online program Make Beliefs Comix. Create a comic strip of the Three Little Pigs story. Point out use of bright color and bold outlines, which were characteristic of the pop art movement.

### Teacher To Teacher



1. Your computers will need to have updated flash player to run any of the comic generating programs.
2. For additional information regarding Roy Lichtenstein and his work, [check out this article and broadcast published by NPR.](#)



## STEP 4: Main Activity/Project

Gather students into small groups. Give each group a story card. Have groups discuss the theme and main ideas of their work and record that information on their resource paper. Instruct students to think about how they can best portray the theme and main ideas of their stories through visuals.

Next, ask students to go to the [Make Beliefs Comix](#) website. Once there, locate the “Start Here” button and click it. This will take students to the Comix Creator. Below the comic panels are all the tools needed to create a comic including characters, objects, scenes, and thought bubbles.

Click each item to make it appear in the selection window, then click it again to add it to your comic.

You can scroll through different items by using the red arrows beneath the selection window. You can change the panel color and the total number of panels at the bottom right of the Comix Creator.

Use the toolbar to the left of the creator to move, and arrange objects in the comic. Have students print the comics and write the theme and main idea on the back of the page in pencil along with the group member names.

**Estimated Time: 30 minutes**



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## STEP 5

Have students perform a gallery walk of their peers work. Ask students to guess what the theme of each work might be.

Then have students complete an exit ticket reflecting on the following questions:

Can theme be expressed through visual communication (artwork) as well as through linguistic communication (speaking or writing)? How?

Can main idea be expressed through visual communication (artwork) as well as through linguistic communication (speaking or writing)?

# 5 Theme vs. Main Idea



## TEACHER SCORING GUIDE

Use the guide below as a scoring rubric for the student comic strips.

Criteria	Distinguished (Level 4)	Excelled (Level 3)	Adequate (Level 2)	Basic (Level 1)
<i>The student group has determined the theme of the story.</i>	The student group accurately identifies the theme of the story and can support their theme with details from the text.	The student group accurately identifies the theme of the story and makes an effort to support their theme with details from the text.	The student group somewhat identifies the theme of the story.	The student group is not able to identify the theme of the story.
<i>The student group has identified the main idea of the story.</i>	The student group has identified an accurate main idea of the story and supports their idea with a sentence.	The student group has identified the main idea of the story and mostly summarizes it in a sentence.	The student group has given careful thought but struggles to identify an accurate main idea.	The student group does not identify the main idea.
<i>The student group has created a comic strip that draws on elements of Pop Art.</i>	The comic strip uses bright colors, black outlines, and simple images.	The comic strip uses at least two of the following: bright colors, black outlines, simple images.	The comic strip uses at least one of the following: bright colors, black outlines, simple images.	The comic strip does not use bright colors, black outlines, or simple images.
<i>The student group has created a comic strip that visually summarizes the story.</i>	The comic strip includes all key events, characters, and scenes included in the initial story.	The comic strip includes most key events, characters, and scenes included in the initial story.	The comic strip includes some key events, characters, and scenes included in the initial story.	The comic strip does not include key events, characters, and scenes included in the initial story.

# Student Scoring Guide

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class: \_\_\_\_\_

## Directions:

Use the rubric below as guiding criteria for the expectations in this Pop Art project.

Criteria	Distinguished (Level 4)	Exceeded (Level 3)	Adequate (Level 2)	Basic (Level 1)
<i>My group has determined the <b>theme</b> of the story.</i>	We accurately identify the theme of the story and can support the theme with details from the text.	We accurately identify the theme of the story and try to support the theme with details from the text.	We somewhat identify the theme of the story.	We are not able to identify the theme of the story.
<i>My group has identified the main idea of the story.</i>	We have identified an accurate main idea of the story and summarize it in one sentence.	We have identified the main idea of the story and mostly summarize it in one sentence.	We have given careful thought but struggled to identify accurate main idea.	We did not identify the main idea.
<i>My group has created a comic strip that draws on elements of Pop Art.</i>	The comic strip uses bright colors, black outlines, and simple images.	The comic strip uses at least two of the following: bright colors, black outlines, simple images.	The comic strip uses at least one of the following: bright colors, black outlines, simple images.	The comic strip does not use bright colors, black outlines, or simple images.
<i>My group has created a comic strip that visually summarizes the story.</i>	The comic strip includes all key events, characters, and scenes included in the initial story.	The comic strip includes most key events, characters, and scenes included in the initial story.	The comic strip includes some key events, characters, and scenes included in the initial story.	The comic strip does not include key events, characters, and scenes included in the initial story.

# Theme vs. Main Idea



Theme	Main Idea
<i>the message (the moral or lesson)</i>	<i>what the story is <b>mostly about</b> (a one sentence summary)</i>
Jealousy	Kylie wanted what Max had.
Courage	The boy was afraid of the monster but he saved his family.
Perseverance	Even though she didn't succeed the first time, the girl kept trying and eventually finished the obstacle course.
Friendship	No matter what, Ben and Kendall helped each other.
Actions Affect Others	The boy did not think about how breaking the chair might make his mother feel.
Good Wins Over Evil	Even though Alonso tried to win the race by pushing over Erika, Erika still won.



# Story Cards

Title of Story:	Little Red Riding Hood
Story:	<p>Little Red Riding Hood went to the forest to visit her ill granny. She took some cake and lemonade in a basket. She met a wicked wolf that asked her which path she was taking. She replied, "I'm taking the path that leads to my granny's cottage."</p> <p>While Little Red was busy picking flowers to take to her granny, the wolf went to the cottage and swallowed granny in one gulp. Then the wolf put on granny's cap, got in granny's bed, covered up in blankets, and settled in to wait. Little Red arrived at the cottage and came into granny's bedroom. She said, "Granny what big ears you have!" The wolf replied "All the better to hear you with, my dear." Little Red said "Oh, but Granny what big eyes you have!" To which the wolf replied "All the better to see you with, my dear." Then Little Red noticed how big Granny's teeth looked. "Oh Granny what big teeth you have!" And the wolf shouted "All the better to eat you with, my dear!"</p> <p>The wolf swallowed Little Red in one gulp and then, belly full, fell asleep. A woodsman came by while the wolf was still asleep. The woodsman cut the wolf open with his ax and out popped Granny and Little Red. Then the woodsman, Granny, and Little Red Riding Hood all sat down by the fire and enjoyed cake and lemonade.</p>
Main Characters:	
Theme:	
Main Idea:	

# Story Cards

Title of Story:	Jack and the Beanstalk
Story:	<p>Jack and his mother were hungry. The cow in the barn gave them milk, but they needed food. Jack's mother said, "We must sell the cow to get some food." Jack volunteered to take the cow to town. Along the way, Jack met a farmer who talked him into giving up the cow in exchange for a handful of good luck beans.</p> <p>When Jack returned home, his mother was very cross because they lost their cow for a few beans. She threw the beans out the window and went to bed. The beans began to grow straight up into the sky, so Jack climbed the beanstalk hoping to find good luck at the top.</p> <p>Instead, he found himself in an evil giant's castle. The giant was counting his money and singing "Fee fie foe fum, I like children in my tum." The giant's kind wife helped Jack hide so the giant wouldn't eat him. While Jack was hiding, he realized something and said, "Hey, this giant stole my father's money! This is the reason we have no food to eat!" The giant's wife said, "This magic hen and golden harp used to belong to your father too. Play the harp, and then run to safety!"</p> <p>Jack played the harp, and the giant fell asleep. Jack grabbed the money and the hen and started running. But on the way outside, he knocked over the harp and woke the giant up. The giant chased Jack all the way down the beanstalk chanting "Fee fie foe fum, I am going to eat you!" When Jack reached the bottom of the beanstalk, he chopped it down with an ax. The giant fell to his death. Then the magic hen clucked and laid a golden egg. Jack's mother, awakened by all the noise, took the golden egg, put it with the money, and said, "Now we'll have enough money to buy something nice to eat."</p>
Main Characters:	
Theme:	
Main Idea:	

# Story Cards

Title of Story:	Sleeping Beauty
Story:	<p>A king and a queen had been trying to have a child for many years. When the child finally arrived, they called her Aurora. A great holiday was proclaimed to celebrate Aurora's birth. Visitors came from far and wide, including three good fairies, named Merryweather, Fauna and Flora. One of the most distinguished guests was another king from a neighboring kingdom, who brought his son Prince Philip. Both kings realized that their dream of a united kingdom could now come true if one day the two children fell in love and married.</p> <p>The three good fairies began bestowing their gifts upon Aurora. First, Aurora received the gift of beauty, and then the gift of song. However, before the last gift was bestowed, a wicked fairy interrupted. This wicked fairy was upset that she wasn't invited to the party, so she cast a spell- on the day of Aurora's 16th birthday, she would prick her finger on the spindle of a spinning wheel and die.</p> <p>The third good fairy hadn't bestowed her gift yet, and she was horrified at the spell the wicked fairy cast. The good fairy wasn't strong enough to undo the spell, but she was able to dilute it a bit. Instead of death, Aurora would fall asleep until her true love come along to undo the spell with a kiss.</p> <p>As a precaution, all spinning wheels were removed from the kingdom, and Aurora lived in hiding as a peasant with the good fairies for protection. But even in hiding the princess grew up, met Prince Philip, and fell in love. On the night of Aurora's 16th birthday, Aurora, Prince Philip, and the good fairies all went back to the castle to live- thinking Aurora had escaped the curse. But the evil fairy snuck into the castle and pricked Aurora's finger with a needle, causing her to fall asleep. Prince Philip kissed her and she awoke. They all lived happily ever after.</p>
Main Characters:	
Theme:	
Main Idea:	

# Story Cards

Title of Story:	Cinderella
Story:	<p>There once was a man who loved his wife very much. They had one beloved daughter together and named her Cinderella. Sadly, his wife fell sick and passed away. Years later the man married another woman. His second wife was mean, and she had two daughters who were just as unpleasant as their mother. Cinderella became the servant of her evil step-mother and step-sisters. They made her do all the chores around the house.</p> <p>The King, who ruled over the whole country needed to find a queen for his son, the prince, so he threw a huge ball. The evil step-mother and step-sisters were invited, but Cinderella was not allowed to go. After they left, a fairy godmother appeared to Cinderella and changed her dirty rags into a beautiful gown with glass slippers. Next the fairy godmother changed a pumpkin into a coach and some mice into footmen. Before Cinderella left, the fairy godmother warned her to be home before midnight, because the spell would only last till then.</p> <p>Cinderella was the most intelligent and beautiful girl at the ball. The prince fell in love with her right away and asked her name just as the clock struck midnight. Cinderella realized the spell would soon be broken and she ran away as fast as she could. She was in such a hurry, she lost one of her glass slippers. It was the only clue the prince had to find his true love. He went to every home in the kingdom and had every single young girl try on the slipper to see if it fit. The evil step-sisters couldn't fit the slipper, but Cinderella did. The prince married her and they all lived happily ever after.</p>
Main Characters:	
Theme:	
Main Idea:	

# Story Cards

Title of Story:	Goldilocks and the Three Bears
Story:	<p>There once was a family of bears: a mama bear, a papa bear, and a baby bear. They lived together in a cottage in the woods. One day they were just about to eat their lunch, but their porridge was too hot. So they decided they would like to go for a walk in the woods. While they were out on their walk a little girl named Goldilocks came upon their cottage and went inside. She saw the three bowls of porridge on the table and tasted some from each bowl. The big bowl was too hot, the medium-sized bowl was too cold, but the smallest bowl was just right, so she ate it all up.</p> <p>Then she saw three chairs and decided to sit down. The big chair was too hard, the medium-sized chair was too soft, but the little chair was just right. As Goldilocks was getting comfortable in the smallest chair, it broke. So, she went in the next room and found the bears beds. The big bed was too hard, the medium-sized bed was too soft, but the little bed was just right, and Goldilocks fell last asleep.</p> <p>Just then, the three bears came home to find their house in a mess. Papa bear said, "Someone's been eating my porridge." Mama bear said "Someone's been eating my porridge!" Baby bear said, "Someone's been eating my porridge, and they ate it all up!"</p> <p>Then they saw the chairs and papa bear said, "Someone's been sitting in my chair." Mama bear said "Someone's been sitting in my chair." Then baby bear said "Someone's been sitting in my chair, and they broke it!"</p> <p>Then they went into the next room and found Goldilocks asleep in baby bear's bed. When she awoke, she was so frightened at the sight of the three bears she ran out of the bears house and didn't stop running till she got home.</p>
Main Characters:	
Theme:	
Main Idea:	