

Lesson Plan: Analyzing and Drawing Feelings in *Please, Louise*

- Overview

In this lesson, students will examine the artwork in *Please, Louise* and analyze the different feelings the artwork evokes as well as how the artwork creates those feelings.

- Resources & Preparation

- Materials and Technology

A copy of *Please, Louise* and/or Power Point with scans of pages from *Please, Louise* (attached)

Worksheet (attached), Plot points and feelings of *Please, Louise*

Worksheet (attached), Comparing feelings in scenes of *Please, Louise*

Worksheet (attached), Creating your own set of scenes with different feelings

- Instructional Plan

- Student Objectives:

- Identify art elements such as color, line, and texture that communicate emotions.
- Describe the feelings that artwork communicates.
- Create artwork that conveys opposite emotions.

1. Tell your students you are going to read a book, *Please, Louise*, without reading the words. Hopefully, a student or students will ask, “How’s that possible?” If not, ask this question. Your answer? “We are going to read the story that the *pictures tell*.”
2. Explain that artwork has been used for a long, long time (going back to cave paintings) to tell stories to people who could not read written text. But instead of using words, artists use things like COLOR, LINE, and TEXTURE to get across both what happens and the feelings behind what happens.
3. Pass out or project the “Plot Points” worksheet.
4. For each page or set of pages, ask, “Just looking at the pictures, what is happening here? What does the artwork tell us is going on?”
 - a. For example, the first page’s plot points description is “A girl puts on her raincoat and [does what? – goes outside with her umbrella and wagon].”
 - b. Solicit answers to complete the sentence. Alternative: blank out the entire sentence and ask the class to write it from scratch.
5. As you read/show the pictures in *Please, Louise*, complete the “Plot Points” for each set of pages as a class or in groups/partners/independently.
6. Say, “Let’s go through the story that the artwork is telling us again, but this time we will pay attention to the FEELING of each picture.”
7. Go through each set of pages and the accompanying plot point and ask for each one, “What is the little girl feeling here? If you put an emoji with this page, what would it be?”

- a. Point out the dark colors in the early pages and the lighter colors in the later pages and how that communicates fear and uncertainty at first and, then, later, happiness and acceptance.

EXTENSION:

You can make this a multi-day lesson with these activities:

1. Tell your students that you are going to look even more closely at two scenes in *Please, Louise* and compare the feelings in each one.
2. Use the book or scans to show the first scene: the two pages with the dog
3. You can pass out the worksheet “Comparing feelings in scenes in *Please, Louise*” or just replicate the activity together on the whiteboard.
4. Ask, “Looking at this scene again, how do you think Louise is feeling toward the dog?” [Answers: scared, unsure] Ask, “How do you know that by just looking at the artwork? What did Shadra Strickland do to show that the dog is scary to Louise?” [Answer: Dog is much bigger than Louise, dark fur, Louise’s face shows a scared expression with wide eyes and mouth.]
5. Turn to the pages toward the end where the dog is walking next to Louise. Ask, “How do you think she’s feeling now? What does she think of the dog?” [Answers: happy, relaxed; she likes the dog.] Ask, “How do you know that by just looking at the artwork? What did Shadra Strickland do to show she’s happy and relaxed?” [Answer: dog is smaller than Louise; Louise is smiling; lighter colors; dog has smiling face and wagging tail.]
6. Say, “Now you’re going to draw two different scenes that have the same FEELINGS of the two scenes in *Please, Louise* – but instead Louise, you’re going to draw yourself, and instead of the dog, you are going to draw... an alien!”
7. Pass out worksheet, “Creating your own set of scenes with different feelings.” Support and guide students as they figure out how to make the feelings of 1) scared, unsure and 2) happy, relaxed obvious through their artwork. Remind them of how Shadra Strickland did the same in her drawings.

Worksheet: Plot Points and Feelings in *Please, Louise*

Fill in the blank and then draw an emoticon that goes with it:

1. A girl puts on her raincoat and goes outside with _____.
2. The girl opens her _____ on her walk.
3. The girl walks past _____.
4. The girl walks past _____.
5. The girl walks past _____.
6. The girl walks past _____.
7. The girl sees a scary _____ in the sky.
8. The girl walks into a _____.
9. The girl looks at _____.
10. The girl _____ (action).
11. The girl walks _____ (where).
12. The girl sits on a porch and _____.
13. The girl reads a book in _____ (where).

[Answers]

1. A girl puts on her raincoat and goes outside with an umbrella and wagon .
2. The girl opens her umbrella on her walk.
3. The girl walks past a man playing the harmonica.
4. The girl walks past a scary-looking dog.
5. The girl walks past a scary-looking house.
6. The girl walks past a junkyard.
7. The girl sees a scary bird in the sky.
8. The girl walks into a library.
9. The girl looks at a shelf of books.
10. The girl reads books (action).
11. The girl walks back home (where).
12. The girl sits on a porch and reads to a dog.
13. The girl reads a book in her house next to a window (where).

Worksheet: Comparing feelings in scenes of *Please, Louise*

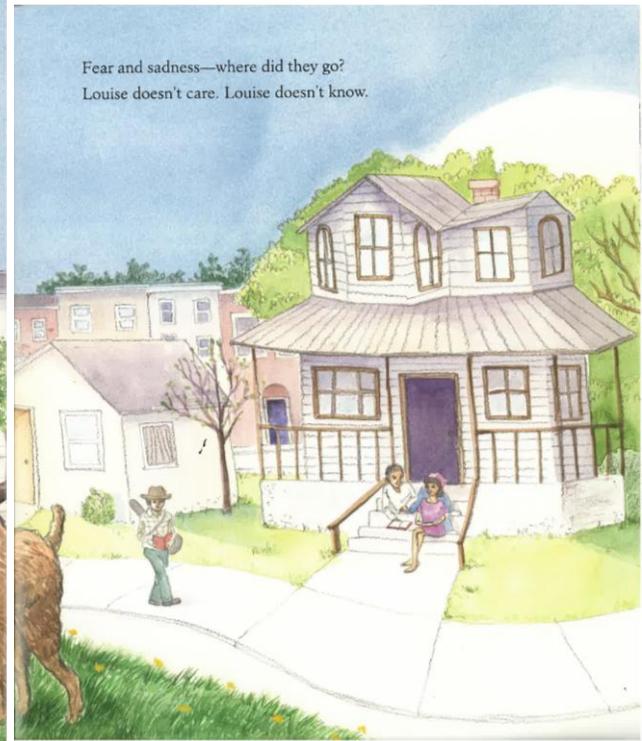
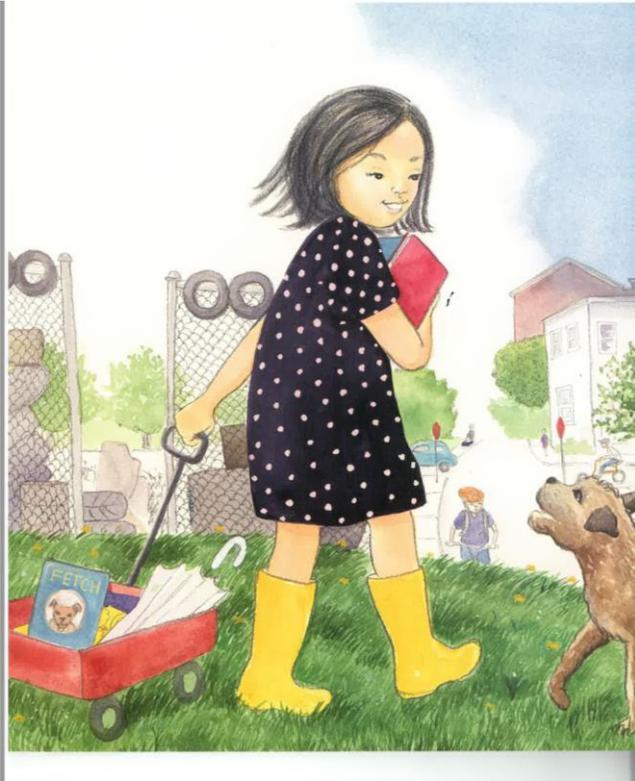
Scene #1:



How does the little girl feel about the dog?

How do you know it by just looking at the pictures?

Scene #2:



How does the girl feel about the dog now?

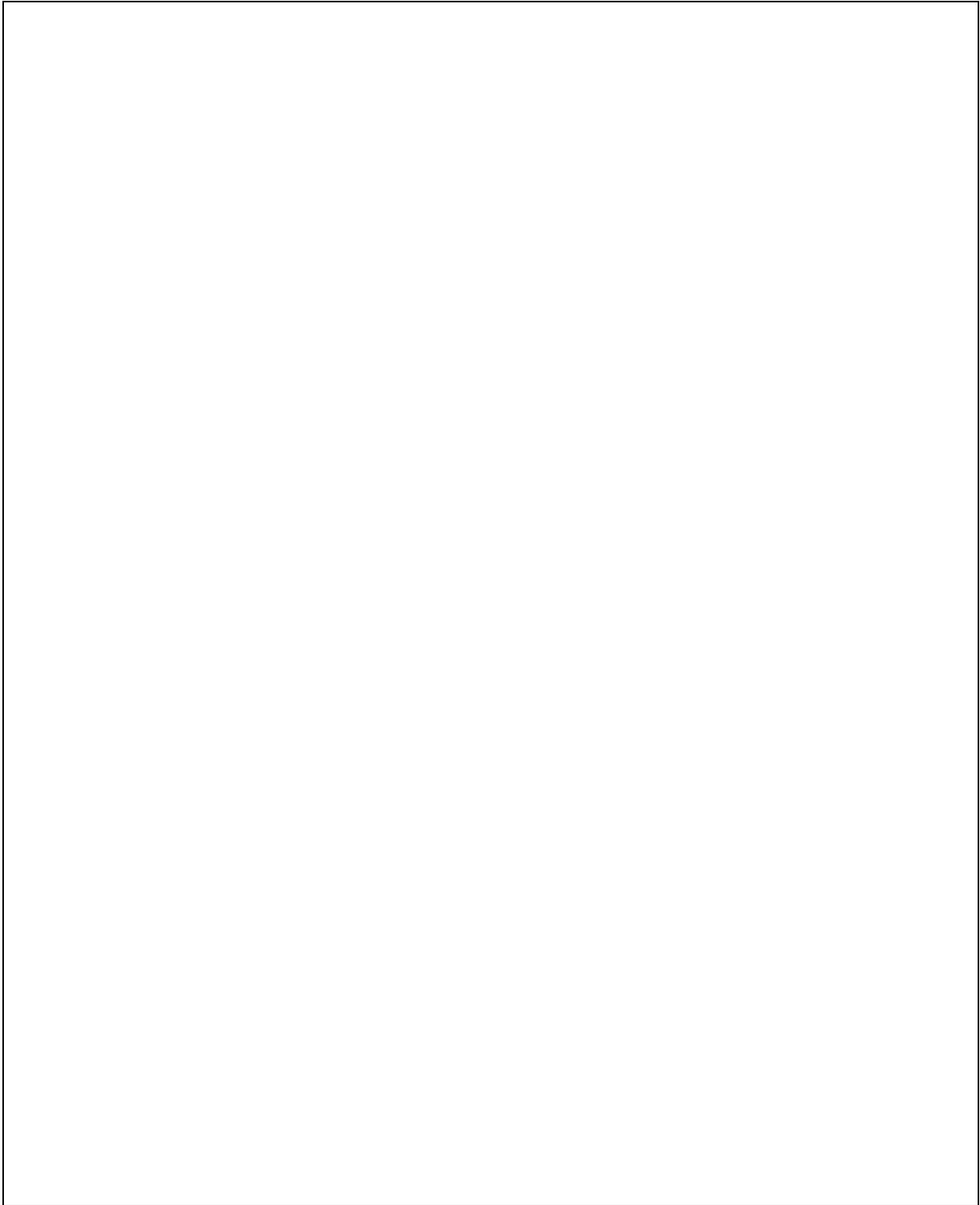
How do you know it just by looking at the pictures?

Comparing:

Look at the dog in the first picture. Compare to the dog in the second picture. What are the differences? How does the artwork tell you how to feel about the dog?

Worksheet: Creating your own set of scenes with different feelings

Draw a scene with you and an ALIEN – as if the alien is fierce and scary. (Use the early pages of Louise and the dog as a model.)



Draw yourself with the SAME alien – but now that alien is your friend. (Use the later pages of Louise and the dog as a model.)

