

Unit 5/Week 6

Title: My Two Drawings

Suggested Time: 3 days (45 minutes per day)

Common Core ELA Standards: RL.4.1, RL.4.2, RL.4.3, RL.4.10; RF.4.4; W.4.2, W.4.4, W.4.9; SL.4.1, SL.4.2; L.4.1, L.4.2

Teacher Instructions

Refer to the Introduction for further details.

Before Teaching

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

Narrow-minded adults who lack imagination miss out on the genius of children.

Keeping an open mind allows people to see with their imaginations.

Synopsis

“My Two Drawings” is an excerpt (chapter 1) from the book *The Little Prince* written in French and translated into English. This witty story was written in first person and is about how adults lack imagination and can be narrow-minded. As a child, the narrator describes how his magnificent career as an artist was ended at an early age by adults who lacked imagination. Adults did not have the imagination to recognize pictures the narrator drew as a child. Grown-ups see a hat when the picture is actually a boa constrictor that has swallowed an elephant. After trying to explain to adults over and over about the picture, he realizes it is no use. “Grown-ups never understand anything by themselves, and it is exhausting to provide explanations over and over again.” As an adult, the narrator becomes a pilot and has “flown almost everywhere in the world”, encountering many “serious” people. He does not think highly of most adults but

hopes someday to meet an adult that is enlightened and has imagination. The pilot experiments by showing the same picture, drawing Number One that the pilot drew as a child, and is disappointed every time by the grown-up’s unimaginative response.

2. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
3. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

During Teaching

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along. (Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)
3. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

Text Dependent Questions	Answers
How did the picture on page 476 influence the narrator when he was a child? What does this picture have to do with the child’s own first drawing? How does the narrator refer to his first drawing? (Pgs. 476- 477)	The child saw a magnificent picture in a book called “True Stories”. It showed a boa constrictor swallowing a wild beast. This impressed the child to think of his own adventures and the child drew his first drawing, “Number One”.
Reread pages 477 and 478, why did the child ask adults if his drawing scared them and why did the adults answer, “Why be scared of a hat?”	Drawing Number One was supposed to be a constrictor digesting an elephant but instead it looked like a hat. The adults didn’t see the boa constrictor and the elephant, they saw a hat. So when the child showed them the drawing was scary, they responded, “Why be scared of a hat?”

<p>On page 478, what did the child do so grown-ups could understand” his picture? Why?</p>	<p>The child drew the elephant on the inside of a boa constrictor, so the grown-ups could understand. Grown-ups always need explanations.</p>
<p>Why did the child abandon a magnificent career as an artist? What did the narrator grow up to become? (Pgs. 478-479)</p>	<p>The child abandoned a career as an artist because it was exhausting to have to provide explanations all the time over again. The narrator became an airplane pilot when he grew up.</p>
<p>Reread pages 478 and 479. When the narrator says, “I have spent lots of time with grown-ups. I have seen them at close range...which hasn’t improved my opinion of them.” What does the narrator mean by this? Use evidence from the text to answer the question.</p>	<p>The narrator does not have a very high opinion of grown-ups. He says they always need explanations and don't understand anything by themselves. Even after spending lots of time with them, he still finds them narrow-minded and unimaginative.</p>
<p>“Open-minded” means to be open and willing to listen to the different thinking of other people. What word did the author use to describe a person that could be open-minded? How would the narrator choose which grown-ups he would perform the experiment on? What result was the narrator hoping for? (Pg. 479)</p>	<p>The author used the word “enlightened” to describe someone that could be open-minded. The narrator would perform the experiment on any grown-up he felt was “enlightened.” He was hoping to find an open-minded adult who would understand swallowing an elephant just as he had intended.</p>
<p>In the last paragraph on page 479, the narrator would not talk about boa constrictors or jungles if the grown-up answered that his drawing Number One was a hat. Why would he talk about bridge and golf and politics instead?</p>	<p>The narrator would stop talking about boa constrictors and jungles because he knew that the grown-up was not open-minded and wouldn't understand. Instead, he would talk about things that most grown-ups do understand, like bridge, golf, and politics.</p>

Vocabulary

	<p>KEY WORDS ESSENTIAL TO UNDERSTANDING</p>	<p>WORDS WORTH KNOWING General teaching suggestions are provided.</p>
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<p>TEACHER PROVIDES DEFINITION not enough contextual clues provided in the text</p>	<p>Page 476 - magnificent Page 477 - masterpiece Page 478 - discouraged Page 479 - "in the course" (of my life), encounters, serious, "close range", enlightened</p>	<p>Page 477 - prey, eventually, afterward, d</p>
<p>STUDENTS FIGURE OUT THE MEANING sufficient context clues are provided in the text</p>	<p>Page 478 - explanations, advised, abandoned, exhausting Page 479 - experiment, reasonable</p>	<p>Page 476 - beast Page 477 - managed Page 478 - provide</p>

Culminating Task

- Re-Read, Think, Discuss, Write
- *What lesson does the narrator imply for adults to learn about their interactions with children and other adults? Write a paragraph with your answer. Introduce your topic, support your answer with details from the story, and write a concluding statement.*

Answer: The narrator implies that adults should be more open-minded with children and other adults. This lesson is very important when interacting with children. In this story, narrow-minded adults were unable to see beyond the drawings and missed out on the real genius of the narrator. This also had a negative effect on the narrator as a child as he was forced to abandon a magnificent career as an artist early in life. The narrator went

on to become a pilot, but longed for other open-minded, or enlightened grown-ups with whom he could communicate. People who are open-minded will listen to other people and not be judgmental. When people are judgmental, other people don't like to talk to them.

Additional Tasks

- This selection is the first chapter from the book The Little Prince, written and illustrated by Antoine de Saint-Exupery. An extension of this lesson could be to read the rest of the book with the class, in small groups with peers, offer it in the class library, or offer access in the school library.
- Assign pages or passages to students for fluency practice with repeated, partner or choral reading.

Note to Teacher

- Teachers should be aware that although this selection is short and may appear easy for 4th graders, it presents a significant comprehension challenge to students because of its complexity and the abstract ideas presented in the selection. In order to comprehend the big ideas the reader must infer what the narrator was thinking.
- Many authors, writers and musicians have their own websites. Simply conduct a search for authors, artists or musicians to see which websites have age appropriate material. This can be done as a homework assignment or as a class project. Students can work independently or in groups depending on your class. It's a good idea to do a search of artists your class has read to find appropriate websites that your class can enjoy.

Name _____

Date _____

“My Two Drawings”

1. How did the picture on page 476 influence the narrator when he was a child? What does this picture have to do with the child’s own first drawing? How does the narrator refer to his first drawing? (Pgs. 476- 477)

2. Reread pages 477 and 478, why did the child ask adults if his drawing scared them and why did the adults answer, “Why be scared of a hat?”

3. On page 478, what did the child do so grown-ups could understand” his picture? Why?

4. Why did the child abandon a magnificent career as an artist? What did the narrator grow up to become? (Pgs. 478-479)

5. Reread pages 478 and 479. When the narrator says, "I have spent lots of time with grown-ups. I have seen them at close range...which hasn't improved my opinion of them." What does the narrator mean by this? Use evidence from the text to answer the question.

6. "Open-minded" means to be open and willing to listen to the different thinking of other people. What word did the author use to describe a person that could be open-minded? How would the narrator choose which grown-ups he would perform the experiment on? What result was the narrator hoping for? (Pg. 479)

7. In the last paragraph on page 479, the narrator would not talk about boa constrictors or jungles if the grown-up answered that his drawing Number One was a hat. Why would he talk about bridge and golf and politics instead?