



# A Dog's Happy Ending

## OVERVIEW

Discuss *The Long Wait* by Kathryn Tucker Windham. The students will decide the outcome of the dog's story. Will the dog have a new owner? Does the owner return? Will the dog meet new furry friends? Let's make sure the dog has a happy ending!

## STANDARDS

### ESSENTIAL QUESTION

What is your dog's story?

### STUDENT LEARNING OBJECTIVES

Students Will:

- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly
- tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences
- describe how characters in a story respond to major events and challenges
- build skills by following a sequence of steps to create art that expresses feelings and ideas

## STANDARDS

Kindergarten grade

ELA

25. With prompting and support, identify the topic of texts, using titles, headings, illustrations, and text clues.

26. With prompting and support, describe the relationship between illustrations and the text in which they appear.

AES

3. Build skills by following a sequence of steps to create art that expresses feeling and ideas.
4. Identify safe and non-toxic art materials, tools, and equipment while sharing.
6. Share and talk about the art they are creating.

1st grade

ELA

34. With prompting and support, write a narrative that recounts two or more appropriately sequenced events using transitions, incorporating relevant details, and providing a sense of closure.

35 With prompting and support, write an informative or explanatory text about a topic, using facts from a source and providing a sense of closure.

AES

2. Explore and experiment with a range of art materials.
3. Develop skills by following a sequence of steps to create works of art on subjects that are real or imaginary.

2nd grade

ELA

3. Demonstrate oral literacy skills by participating in a variety of oral language activities.

4.Orally answer who, what, when, where, why, and how questions about a text or conversation, using complete sentences to provide key ideas and details.

AES

2. Explore personal interests and curiosities with a range of art materials.

3. Extend skills by individually following sequential steps to create works of art on subjects that are real or imaginary.

## ART DISCUSSION

### DISCUSSION PROMPTS

- What do you think happened after this photo was taken? What do you hope happened?
- What type of artwork is this? a drawing? painting? photograph?
- What is the overall mood Windham captured? What story might it tell?
- Does this look like a photograph you would take today? If it is different, how so?
- What do you think motivated Windham to stop and take the photograph? What could have drawn her to this location?

## ABOUT KATHRYN TUCKER WINDHAM

Kathryn Tucker Windham was an American storyteller, photographer, and journalist. Windham is best known for her series of ghost story collections, beginning with *13 Alabama Ghosts and Jeffery* in 1969, as well as numerous other publications. Her work focuses on the South's way-of-life, often dealing with topics such as family, community, tolerance, and humor.

Her stories and photographs are true. They depict people, events, and places that she surely and deeply knew. Her photographs are rich in descriptive detail and narrative intent. Her vision includes archetypal images such as whittlers, scarecrows, and abandoned tenant houses. All of her images record the enduring human presence in a changing yet timeless South.

Windham was born in Selma, Alabama and grew up in Thomsville, Alabama. She passed away in June 2011.

## CURRICULUM CONTENT

### LEARN ABOUT THE LONG WAIT

"The house was on the road between Selma and Camden, a road I traveled often. There was little to set it apart from hundreds of other deteriorating tenant houses scattered through the Black Belt except that it seemed a little more desolate and lonely than most. For a long time I thought it was unoccupied, but then I began to notice signs of life as I drove past: smoke rising from the chimney, fresh tire tracks in the littered yard, a child's plastic tricycle near the side door. Never did I see a human being in the place I watched the house for a year or more, watched its metal roof become rustier and its rough board exterior turn grayer. 'I must stop and photograph this place,' I thought a dozen times. 'It won't be here forever.' Then one day I had come to give him my day when there were no leaves on the trees and when I expected to see smoke coming from the chimney, but did not. I saw a mongrel dog, black and tan with a white chest, sitting in the yard. 'Now's the time for that picture,' I told myself as I pulled off the road. The dog did not run, as I had expected he might, nor did he come toward me. He did not wag his tail nor did he snarl or bark. Except for lifting his ears slightly, he sat perfectly still and he did not move when I turned to leave. He did give me a quizzical look as though he wondered if I had come to give him news of the whereabouts of his owners or had come to take him to a new home." - Kathryn Tucker Windham





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## ART INSTRUCTION

### MATERIALS

Paper colored pencils, pencils, erasers

### INSTRUCTIONS

1. Draw a dog step by step with students
2. Allow students to color dog and draw details around their dog (house, carnival, dog house, ect.).
3. Students should write an artist statement about their work.
4. Allow students time to talk about their drawing



## EXPAND

LINK TO VIDEO GUIDES



LINK TO STEP-BY-STEP DOG DRAWING

