Eric Carle Workshop
In conjunction with the Animals in Art tour

Lesson Overview:
This lesson plan is designed for school groups participating in the Animals in Art tour during the run of I See a Story: The Art of Eric Carle. This workshop will be offered from April 2, 2016, through January 8, 2017. Students will learn about the art and design of children’s picture books and will design endpapers inspired by works of art in the Museum’s permanent collection.

Learning Objectives:
Essential Questions
- How does Eric Carle create his collages?
- How can artwork communicate an idea or theme?
- What is an endpaper?
- How do illustrators use endpapers to communicate themes in picture books?

Students will be able to …
- Use collaged materials to create a work of art
- Make inferences about the content of a picture book by observing an endpaper
- Articulate how endpapers can reflect the content of a book or set the tone of a story
- Demonstrate an understanding of inference by creating an endpaper inspired by an animal in the Museum’s permanent collection

Performance Tasks:
Group discussion, visual thinking, art making

Mini Glossary
Collage: A piece of art made by mounting various materials to a backing
Endpaper: Either of two folded sheets of paper: one half is pasted to the inside front or back cover of a book, and the other half is pasted to the base of the first or last page
Inference: A conclusion reached on the basis of evidence and reasoning

Materials:
- White paper
- Glue sticks
- Scissors
- Pre-painted paper
- Tissue paper
- Stamps
- Stamp pads
- Pre-cut construction paper shapes
- Rubbing plates
- Art sticks

Additional needs per classroom/teacher:
- Eric Carle endpaper printouts
- Worksheets
Instructions:

1. Introduction:
   Explain that students will explore the art of children’s picture books.
   - Check for understanding. Ask: What does an illustrator do?
   - Eric Carle is an author and illustrator. He takes into consideration not only the images in the book but also the designs throughout. Different components of picture books can tell us more about the story. Ask students to name different parts of the design of picture books (i.e., cover, typography).
   - This workshop will focus on endpapers. Ask: Does anyone know what an endpaper is?
     - Eric Carle describes endpapers (or end sheets) as follows:
       - “The colorful patterns on the inside covers of my books are called end sheets or endpapers. An end sheet is like a theatre curtain in that it appears at the beginning, before the play starts, and at the end, after the play has finished. I pay great attention to the design of my end sheets; they often reflect something about the book and set the tone for the story.”
   - For older students (grades 3–5), discuss the word inference. An inference is a conclusion reached on a basis of evidence and reasoning—an educated guess. What might we guess about a picture book by analyzing the visual components of an endpaper?

2. Observe and Discuss:
   Show students sample endpapers and tell them the title of the book. Ask: Looking at the endpapers, what do you think Eric Carle is trying to tell the reader about this book? How are the endpapers similar to or different from the contents of the book?
   - **Brown Bear, Brown Bear, What Do You See?**
     This endpaper serves as a table of contents. The horizontal stripes of color align with the colors of the animals in the book. From top to bottom, each color appears in order according to the animal that is the same color in the book.
   - **The Very Hungry Caterpillar**
     The endpapers show pieces of colorful paper with holes in them. In the book, holes are punched in fruits, leaves, and other foods as the hungry caterpillar eats his way through the story.
   - Show other examples of endpapers from 10 Little Rubber Ducks, From Head to Toe, and Papa, Please Get the Moon for Me. Ask students: What do you think the story might be about? What do you see that makes you say that?

3. Overview of the Project:
   Students will create a collaged endpaper inspired by animals in the permanent collection. They will begin by selecting an image of an animal in the High’s collection. Students will imagine they are creating a picture book about this animal. Ask students to consider what the endpaper for the book would look like.
K–2: Color and Pattern Focus
What colors do you see in the image? What patterns stand out to you in the animal or its surroundings? Do you notice any shapes? Create an endpaper that uses those colors, lines, shapes, and patterns. Your goal is not to draw the animal but to provide hints about what the animal might be.

3–5: Story Focus
What might the endpaper communicate about the animal? What might it tell the reader about the story? Suggested questions to ask students: Where might the animal live? What would the story’s setting be? What colors stand out to you in the picture? What characteristics about the animal stand out? What do you think this animal would like to eat or to do? Do not draw the animal on the endpaper: your endpaper should provide clues that leave the viewer wondering what the story will be about.

4. Art Making
Provide an overview of the available supplies. Demonstrate how to use rubbing plates to create texture and how to use the stamps to make patterns.

Explain that Eric Carle creates images in his picture books using pre-painted tissue paper. He saves and uses every scrap of his paper and organizes it by color. Encourage students to think about how they can use small scraps of paper in their designs. Demonstrate using various forms of adhesive (glue sticks or liquid starch).

5. Closing:
Ask students to clean their tables and organize remaining scrap paper by color. If time allows, ask for volunteers to share their designs with the class. Ask students to share which animal the endpaper was inspired by. How did he or she communicate something about the animal in his or her design?

Possible Modification:
- If students (grades 3–5) finish their designs early, distribute worksheets to encourage additional exploration of story, plot, and inference.
- When showing students the endpapers, emphasize that the animals are not pictured.
- Integrate additional age-appropriate concepts such as mood, plot, and theme.
- Provide guidance as needed. If the student were to write a story about the animal, what would happen? Where would the animal go? What would the animal do? Do any patterns, shapes, or colors stand out about the animal? Encourage students to use answers to these questions to inspire their collages.
- Prompt students to consider various attributes of their chosen animal. How would the animal feel if you could touch it? How might it move? What might it eat? What type of habitat might it live in?

Advance Prep:
- Prepare supplies for each table
- Paint paper sheets
- Cut construction paper shapes
• Make sure glue bottles work

**Clean-Up:**
• Put away the supplies
• Throw out paper scraps that can’t be reused
• Change paper on the tables if needed
• Stack chairs
Standards:

Kindergarten (GPS and GSE):

**English Language Arts**
ELAGSEKRL1- With prompting and support, ask and answer questions about key details within a text.
ELAGSEKRL7- With prompting and support, describe the relationship between illustrations and the story.

**Visual Arts**
VAKMC.1- Engages in the creative process to generate and visualize ideas.
VAKMC.2 Formulates personal responses.
VAKMC.3- Selects and uses subject matter, symbols, and/or ideas to communicate meaning.
VAKPR.1 Creates artworks based on personal experience and selected themes.
VAKPR.2 Understands and applies media, techniques, and processes of two-dimensional works of art (e.g., drawing, painting, printmaking, mixed media) using tools and materials in a safe and appropriate manner to develop skills.
VAKAR.1 Discusses his or her own artwork and the artwork of others.
VAKC.2 Develops life skills through the study and production of art.

1st Grade (GPS and GSE):

**English Language Arts**
ELAGSE1RL7- Use illustrations and details in a story to describe its characters, setting, or events.
ELAGSE1R16- Distinguish between information provided by pictures and other illustrations and information provided by the words in a text.
ELAGSE1SL5- Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

**Visual Arts**
VA1MC.1- Engages in the creative process to generate and visualize ideas.
VA1MC.3 Selects and uses subject matter, symbols, and ideas to communicate meaning.
VA1PR.1 Creates artworks based on personal experience and selected themes.
VA1PR.2 Understands and applies media, techniques, and processes of two-dimensional works of art (drawing, painting, printmaking, mixed-media) using tools and materials in a safe and appropriate manner to develop skills.
VA1CU.2- Views and discusses selected artworks.
VA1AR.1 Discusses his or her artwork and the artwork of others.
VA1C.2 Develops life skills through the study and production of art.

2nd Grade (GPS and GSE):

**English Language Arts**
ELAGSE2RL7- Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
ELAGSE2RI7- Explain how specific images contribute to and clarify a text.

**Visual Arts**
VA2MC.1- Engages in the creative process to generate and visualize ideas.
VA2MC.2 Formulates personal responses.
VA2MC.3- Selects and uses subject matter, symbols, and ideas to communicate meaning
VA2CU.1- Identifies artists as creative thinkers who make art and share their ideas.
VA2CU.2- Views and discusses selected artworks.
VA2PR.1 Creates artworks based on personal experience and selected themes.
VA2PR.2 Understands and applies media, techniques, and processes of two-dimensional art processes (drawing, painting, printmaking, mixed-media) using tools and materials in a safe and appropriate manner to develop skills.
VA2AR.1 Discusses his or her artwork and the artwork of others.
VA2C.2 Develops life skills through the study and production of art

3rd Grade (GPS and GSE):

**English Language Arts**
ELAGSE3RL7- Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

**Visual Arts**
VA3MC. 1- Engages in the creative process to generate and visualize ides.
VA3MC.2 Formulates personal responses to visual imagery.
VA3MC.3- Selects and uses subject matter, symbols, and ideas to communicate meaning.
VA3CU.2- Views and discusses selected artworks.
VA3PR.3 Creates artworks based on personal experience and selected themes.
VA3PR.2- Understands and applies media, techniques, and processes of two-dimensional art processes using tools and materials in a safe and appropriate manner to develop skills.
VA3AR.1 Discusses his or her artwork and the artwork of others
VA3C.2 Develops life skills through the study and production of art.