

## I See Literacy

2016–2017 School Year Workshop

Grades: 3–5

### Lesson Overview:

As an extension of the I See Literacy tour, students will build visual-literacy skills by creating book covers inspired by works of art from the permanent collection. Students will interpret and draw inferences from images to imagine narratives that respond to the prompt “The Day the Characters Escaped from Their Paintings.”

### Learning Objectives:

#### *Essential Questions*

- How might I interpret a work of art?
- How do works of art tell stories?
- How can I create an imagined narrative based on visual cues and imagery?
- What are the formal elements of book covers?

#### *Students will be able to ...*

- Imagine a story and characters’ responses to various situations
- Apply visual-literacy skills to draw inferences from artworks
- Identify the components of a book cover
- Design a book cover that demonstrates understanding of character, setting, and plot
- Share and explain their book covers and the narratives they represent

### Performance Tasks:

Close looking and interpretation, art making

### Mini Glossary

Visual Literacy: The ability to interpret, negotiate, and make meaning from information presented in the form of an image

Setting: The place or type of surrounding where something is positioned or where an event takes place

Plot: The main events of a story presented as an interrelated sequence

Character: A person, creature, or personified object portrayed in a novel, short story, or play

Book Cover: The front and back of a book; front cover typically includes the book title, author and illustrator names, and a picture that represents something in the book’s setting or plot

### Materials:

- Crayons
- Colored pencils
- Pencils
- Markers
- Fine-tip markers
- Pencil sharpeners
- Scissors
- Glue sticks

### Additional Needs per Classroom:

- Permanent collection images
- Samples
- Book covers

## Instructions:

1. Introduction: In this lesson, students will explore what might happen if characters escaped from their paintings in the High Museum of Art. Consider the following: “Today when the High Museum of Art opened, the staff was shocked to find that several characters had escaped from their paintings! Your job is to create a story explaining where a specific character has gone and what he or she is doing. Today, you will create a book cover for this imagined story.”
2. Think-Pair-Share: Allow students to select an image of a character. Ask them to look closely and imagine where the character might have gone. What do you think the character would like to do? Where might he or she go? What type of setting will be on the book cover? Give students several minutes to discuss with a peer. Ask for one or two volunteers to share with the class.
3. Book Covers: Ask students, “What do you typically see on a book cover?” As students identify the components, ask follow-up questions:
  - Which is usually bigger, the title or the author’s name? Why do you think that is?
  - What is the difference between an author and an illustrator?
  - What is the image on the cover usually of? What can we learn from that image?
    - o The front cover of a book often illustrates a setting, a specific event, a character, or something important about the book

After discussing the features of a front cover, show students a sample that you have created. Point out the title, author line, and image. Explain the plot of the story. What happened when the character escaped from the painting? How does your book cover reflect that?

4. Check for Understanding: Ask students to define the following:
  - Character
  - Setting
  - Dialogue
  - Plot
5. Art Making: Students will work independently to create book covers. They will begin by cutting the “escaped” character from the painting. On a new sheet of paper, they will create a setting for the book cover. Explain that the scene the students create for the book cover should reflect the adventures the character might have (the story’s plot).
6. Reflection: As students complete their book covers, they will flip the paper over to imagine what would go on the back cover. Students should include one of the following 3 features on the back cover:
  - A description of what the book is about—this should be a 4–5 sentence summary.
  - A critical review: Imagine a critic has read the book. What might he or she say?
  - A biography of the author (the student): Provide a few facts about the author. Books often include a headshot of the author. Students can include a small self-portrait here as well.

**Possible Modification:**

- Students can use more than one image for inspiration.
- Discuss why book cover design is important. Not only does it help communicate what the story is about, it often attracts a potential reader's attention.
- Questions for inspiration:
  - What would happen if a character from one painting entered the setting of another?
  - What would happen if two characters from different artworks met?
  - What would happen if an object from one painting appeared in the book cover?

**Advance Prep:**

- Prepare tables with supplies
- Sharpen pencils as needed
- Ensure there are enough copies of images from the permanent collection for each student

**Cleanup:**

- Put away supplies
- Stack chairs on the tables

## **Standards:**

### **3<sup>rd</sup> Grade**

#### ***English Language Arts:***

ELAGSE3RL3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

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).

ELAGSE3RI7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

ELAGSE3W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

ELAGSE3L3a. Choose words and phrases for effect.

#### ***Visual Arts:***

VA3MC.1 Engage in the creative process to generate and visualize ideas.

VA3MC.2 Formulate personal responses to visual imagery.

VA3MC.3 Select and use subject matter, symbols, and ideas to communicate meaning.

VA3CU.2 View and discuss selected artworks.

VA3PR.3 Create artworks based on personal experience and selected themes.

VA3PR.2 Understand and apply 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.

### **4<sup>th</sup> Grade**

#### ***English Language Arts:***

ELAGSE4RL3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

ELAGSE4RL7 Make connections between the text of a story or drama and a visual or oral presentation of the text identifying similarities and differences.

ELAGSE4W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

ELAGSE4L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

ELAGSE4L3a Choose words and phrases to convey ideas precisely.

ELAGSE4L3b Choose punctuation for effect.

#### ***Visual Arts:***

VA4MC.1 Engage in the creative process to generate and visualize ideas.

VA4MC.2 Formulate personal responses to visual imagery.

VA4MC.3 Select and use subject matter, symbols, and/or ideas to communicate meaning.

VA4CU.2 View and discuss selected artworks.

VA4PR.1 Create artworks based on personal experience and selected themes.

VA4PR.2 Understand and apply 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.

## **5<sup>th</sup> Grade**

### ***English Language Arts:***

- ELAGSE5RL4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- LAGSE5RL5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- ELAGSE5RL7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- ELAGSE5W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- ELAGSE5W4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- ELAGSE5L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### ***Visual Arts:***

- VA5MC.1 Engage in the creative process to generate and visualize ideas.
- VA5MC.2 Formulate personal responses to visual imagery.
- VA5MC.3 Select and use subject matter, symbols, and/or ideas to communicate meaning.
- VA5CU.2 View and discuss selected artworks.
- VA5PR.1 Create artworks based on personal experience and selected themes.
- VA5PR.2 Understand and apply 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.